## EXAMPLES OF COSTA'S LEVELS OF QUESTIONS

Level One questions cause students to recall information. This level of question causes students to input the data into short-term memory, but if they don't use it in some meaningful way, they may soon forget.

Level Two questions enable students to process information. They expect students to make sense of information they have gathered and retrieved from long- and short-term memory.

Level Three questions require students to go beyond the concepts or principles they have learned and to use these in novel or hypothetical situations.

| TOPIC       | Level One                           | Level Two                     | Level Three                   |
|-------------|-------------------------------------|-------------------------------|-------------------------------|
|             | (complete, count, match,            | (analyze, categorize,         | (imagine, plan, evaluate,     |
|             | name, define, observe,              | explain, classify, compare,   | judge, predict, extrapolate,  |
|             | recite, describe, list,             | contrast, infer, organize,    | invent, speculate,            |
|             | identify, recall)                   | sequence)                     | generalize)                   |
|             |                                     |                               |                               |
| Science     | What is a gene?                     | Compare and contrast          | Use what you know about       |
|             | What is a chromosome?               | genes and chromosomes.        | genes and chromosomes to      |
|             |                                     |                               | predict a trait in a child.   |
| Spanish     | Conjugate the Spanish verb          | Elaborate on the              | "Invent" a new Spanish        |
|             | "ser" in the present tense.         | similarities and differences  | regular "ar" ending verb.     |
|             |                                     | of the preterite and past     | Use it in 6 sentences, using  |
|             |                                     | tenses in the Spanish         | different tenses and persons. |
|             |                                     | language.                     |                               |
| Mathematics | Evaluate this expression:           | When, if ever, $can x^2=2x$ . | Prove whether or not the      |
|             | $3x^{2}$ if x=4.                    |                               | operation 凸, is               |
|             |                                     |                               | commutative, given that       |
|             |                                     |                               | a⊠b=a^2-b                     |
| History     | Which amendment in the              | Compare and contrast          | If there were a               |
|             | Constitution gives citizens         | societal conditions in the    | constitutional amendment      |
|             | the right to bear arms?             | US that impacted the          | that prohibited ownership of  |
|             |                                     | inclusion of the second       | weapons by citizens, how      |
|             |                                     | amendment in the US           | might American society be     |
|             |                                     | Constitution with             | affected?                     |
|             |                                     | conditions today.             |                               |
| English     | In the book <u>The Giver</u> , what | Use examples from the         | Speculate as to how your      |
|             | did Jonas' mom do for a             | book to elaborate on the      | community would change if     |
|             | living?                             | theme of balancing            | some of the societal controls |
|             |                                     | freedom and security.         | embraced by the members       |
|             |                                     |                               | of Jonas' community in the    |
|             |                                     |                               | book <u>The Giver</u> , were  |
|             |                                     |                               | embraced within your          |
|             |                                     |                               | community.                    |

Duplicate the following 15 questions on card stock, cut into strips and place in envelopes for use by students in collaborative groups. Each envelope should have a complete set of 15 questions, students should be directed to sort the questions into 3 piles, classifying them according to Costa's Levels of Questions (level one, two, and three.) (Hint: there should be 5 questions of each type. Beware of math! Math questions that begin with "evaluate" are often not level three!)

1. Name the elements that make up water.

2. What will California's population be like in 2050 if we continue to grow as we have for the past ten years?

3. What is the definition of a trapezoid?

4. Imagine that you were in the character's position, how would you react?

5. Distinguish one candidate's platform from that of the other candidate.

6. Recite the Preamble to the Constitution.

7. What happened to the litmus paper when inserted in the liquid? Becky Breedlove AVID Region 9 8. Create an invention that uses at least three types of simple machines.

9. Analyze the character's intentions in the scene.

10. Make a plan to complete your science fair project.

11. Evaluate the expression  $(3x+5)^2$  if x = -2.

12. Applying the principles espoused in the Fifth Amendment, how would you decide the case of ...

13. Use four 4s and any math operational symbols to create expressions that equal the numbers 1-10.

14. Explain how involvement in war impacts the economy.

15. Arrange the following numbers in order from smallest to largest: ...

| Write corresponding | higher and lo | ower level questions | for each of the following. |
|---------------------|---------------|----------------------|----------------------------|
|                     |               | 1                    |                            |

| TOPIC | Level One                                | Level Two                             | Level Three                            |
|-------|--|---------------------------------------|--|
|       | (complete, count, match, name,           | (analyze, categorize, explain,        | (imagine, plan, evaluate, judge,       |
|       | define, observe, recite, describe, list, | classify, compare, contrast, infer,   | predict, extrapolate, invent,          |
|       | identify, recall)                        | organize, sequence)                   | speculate, generalize)                 |
|       | Name the elements that make up           |                                       |  |
|       | water.                                   |                                       |  |
|       | water.                                   |                                       |  |
|       | What is the definition of a trapezoid?   |                                       |  |
|       |  |                                       |  |
|       | What happened to the litmus paper        |                                       |  |
|       | when inserted in the liquid?             |                                       |  |
|       | Recite the Preamble to the               |                                       |  |
|       | Constitution.                            |                                       |  |
|       | Constitution.                            |                                       |  |
|       | Evaluate the expression $(3x+5)^2$       |                                       |  |
|       | if $x = -2$ .                            |                                       |  |
|       |  | Analyze the character's intentions in |  |
|       |  | the scene.                            |  |
|       |  |                                       |  |
|       |  | Distinguish one candidate's platform  |  |
|       |  | from that of the other candidate.     |  |
|       |  | Explain how involvement in war        |  |
|       |  | impacts the economy.                  |  |
|       |  | impacts the economy.                  |  |
|       |  | Arrange the following numbers in      |  |
|       |  | order from smallest to largest:       |  |
|       |  | Use four 4s and math operational      |  |
|       |  | symbols to create expressions that    |  |
|       |  | equal the numbers 1-10.               |  |
|       |  | equal the numbers 1-10.               | What will California's population be   |
|       |  |                                       | like in 2050 if we continue to grow    |
|       |  |                                       | as we have for the past 10 years?      |
|       |  |                                       | Make a plan to complete your           |
|       |  |                                       | science fair project.                  |
|       |  |                                       | tan project                            |
|       |  |                                       | Imagine that you were in the           |
|       |  |                                       | character's position, how would you    |
|       |  |                                       | react?                                 |
|       |  |                                       | Create an invention that uses at least |
|       |  |                                       | three types of simple machines.        |
|       |  |                                       | Applying the principles espoused in    |
|       |  |                                       | the Fifth Amendment, how would         |
|       |  |                                       | you decide the case of:                |

| Name(s) | <br> |
|---------|------|
|         |      |
| -       | <br> |
| Date:   | Per: |

Copy one or more of the questions from your strips (or from chart on the back) into the appropriate category below and write corresponding questions at higher and lower levels.

Or

From topics you are currently studying, develop questions at each of Costa's levels. You might want to use textbook or test questions or questions you or your classmates have used recently on tutorial worksheets.

| TOPIC | Level One                         | Level Two                      | Level Three                      |
|-------|-----------------------------------|--------------------------------|----------------------------------|
|       | (complete, count, match, name,    | (analyze, categorize, explain, | (imagine, plan, evaluate, judge, |
|       | define, observe, recite,          | classify, compare, contrast,   | predict, extrapolate, invent,    |
|       | describe, list, identify, recall) | infer, organize, sequence)     | speculate, generalize)           |
|       | deserve, list, identify, iceally  | inter, organize, sequence)     | speculate, generalize)           |
|       |                                   |                                |                                  |
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